



## The Effectiveness of Class-Based Learning in Non-Formal Education Packet B

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### General Note



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### ABSTRACT

Participants of Secondary Education Equivalence Program which is known as *Kejar Paket B* Program come from a variety of backgrounds in Cakranegara District, as most dropouts leave school until junior high. They then migrate to other regions as laborers, even the children, who drop out of school, are going to Malaysia to become migrant workers, early marriage and others. For that, they follow Secondary Education Equivalence Program or *Kejar Paket B* program as a shortcut to obtain certificates and public recognition. Based on the issues discussed in this article is regarding the form of class-based learning, problematic and problem solving as well as the effectiveness of Equality Education Learning of Packets B Program. Of the three issues, the authors found that this type of learning is very important to help the government in an effort to improve public education, especially for those who drop out of school because of school fee issues.

**Key Word:** Class-based learning, Equivalence Education, Packet B

## 1. INTRODUCTION

Responding to the challenges in the 21st century, it is essential to continuous efforts in the field of education. Hence the importance of the issue in the world of education, it needs to be organized and regulated by the use of standard concepts about education, which is acknowledged in the national education system. Education is a very important investment for the future generations, as stated in Law No. 23 of 2002 article 48 on education that, "the government must organize a minimum of nine years of basic education for all children". Furthermore, Article 49 states, "The State, government, family and parents are required to provide the widest opportunity for children to get an education." From the wording of the article that states, governments, families, and parents are required to provide opportunities for children to acquire education in order to attain the ideals and can be useful for the country to improve the dignity of the nation, therefore every child has the opportunity to develop talents that have been owned so it can be beneficial to themselves as well as for the future which will be lived, because education is investment in achieving a decent living in the era of technology as it is now.

The government efforts to address these challenges are to boost and improve the quality of Indonesian human through the revision of the quality of education. Educational paths that can be taken are in the form of formal education (schools) as well as non-formal education (outside school education). Education equality is one of services non formal education which is expected its improved contribution, especially in supporting the success of the compulsory nine-year education program issued by the government since 1994, namely through the implementation of educational programs pursued Packet A and Packet B, and the expansion of access to secondary education through the implementation of programs Packet C. According to Law No. 20 of 2003, concerning the National Education System stated that the national education organized through three channels, namely: formal education, non-formal and informal. Through non-formal education, the government through the Directorate General of Outside School Education (PLS), which has now changed its name to the Director General of Non-formal Education and Informal (PNFI) organizes various programs, one of them is the Education Equality, which consists of (1) Program Packet A equivalent to SD (elementary school), (2) Program Packet B equivalent to junior high, and (3) Program Packet C equivalent to SMA (senior high school) (Joesoef, Soelaiman, 1992).

Education Equivalence Program essentially aims to provide an opportunity for citizens to follow the quality primary and secondary education and in accordance with the needs of learners who do not have the opportunity to follow the process of formal education. The participation of parents and the community against Packet B program is needed, especially to improve the quality of passed Packet B. It also needs to be synchronized with the effort to prepare the ability of learners to have the competencies to plunge into the community and compete in the world of work, since graduate of Packet B and most of them do not continue a higher level.

The expectation in Law No. 20 Year 2003 on National Education System states that the path of education consists of formal education, non-formal and informal that can complement and replace. Boils down to the foregoing, it is one of the programs in which to expand access to education to support long-life education is through Education Equivalence Program. Education equivalence program is a non-formal education programs that provide education Packet B (junior high). The role of education Equality Packet B program is very strategic in order to award the stock of knowledge. Implementation of this program is primarily intended for people dropping out of school because of economic limitations.

## 2. DISCUSSION AND RESULT

### 2.1. Education Equivalence Classroom-based Learning

Learning derives from the word "learn" which means behavior change activity. Changes in behavior in question is really has a very broad sense that a change in behavior from not knowing to knowing, from which not understand being understood. In fact, learning is a process of studying that is done anywhere without time and space, because it is common practice studying anytime and anywhere, even though many people assume that learning is only done in school or institution (<http://starawaji.wordpress.com/2009/03/01/-fektivitas-pembelajaran/>).

Learning is a process of interaction of learners with educators and learning resources in a learning environment. Without learners, the learning process cannot be run properly. Learners have certain characteristics: first, do not have the decency mature person so it is still the responsibility of the educator (teacher); second, they enhance certain aspects of maturity; Third, have a basic human traits emerging in an integrated manner i.e. biological needs, spiritual, social, intelligence, emotion, speech, members of the body to work, social background, the background of biological as well as individual differences (Djamarah: 2000).

Education Equivalence program is one example that is currently widely known by the public as the PLS program which acts as an alternative to formal education is the Learning Group Packet A as a substitute of SD / MI, Packet B as a substitute of SMP / MTS, and Packet C as a substitute of Education High School. Graduates of Packet C program together with a high school graduate and be accepted to participate in the Entrance Selection to College. PLS function as a substitute for formal education is referred to as a substitution that is implemented into a form of equality program (Elih Sudiapermana in the Journal of School Education, 2004)

Education Equivalence in PLS is still the level of primary and secondary education, the rate of SD / MI, SMP / M.Ts, and SMA / MA. Learning groups are abbreviated as *Kelompok Belajar* (Kejar) which also means pursuing (because they missed) implementing learning in a flexible way (Oong Komar, 2004: 219) as follows:

1. Self-learning by utilizing knowledge and their experience.
2. Mutual learning among learners who do not know with the learners who already know.
3. Study together with a tutor.
4. Course of knowledge and skills.
5. Internship by learning, working and striving in particular field to people who are already proficient in their field.

Group learning packet A, B, and C are study groups as a form of public education services by the PLS. The study groups are already quite developed in the community as a form of equality of educational services. PLS program is an educational activity organized by PLS unit. PLS program can be held by individuals, or groups, can also be organized by the government and public or private.

Equivalent means the same or equivalent degree; equality means equality as equivalency degree. Education equivalence is equal PLS program with the School of Education program. PLS program in the field of education equivalence is a public education program Packet A is equivalent to SD / MI, Packet B is equivalent to the SMP / MTs, and Packet C which is equivalent to SMA / MA.

## 2.2. Learning Method based on Education Equivalence Class

Methods derived from the Greek "Methodos" which means the way or the path. So learning methods can be interpreted as a way to be taken or used to implement a plan that has been prepared in the form of real and practical activity to achieve learning objectives. Methods required by the teacher and use vary according to the objectives to be achieved. A teacher will not be able to do their job if they do not master any of teaching methods that have been formulated (Djamarah, 2002: 53). Thus it can be concluded that the method of teaching is essential to the learning process can proceed smoothly.

A teacher is required to be creative in selecting and determining methods of teaching. Due to the use of the methods tend to produce boring learning. In selecting the methods used, it must be adapted to the learning materials are discussed. There are several methods that can be selected by the teacher in the learning process, for example lectures, question and answer, discussion, demonstrations, projects, and so on (Djamarah, 2002: 93).

The learning activities that produce the interaction of the elements of the student is as a process in order to achieve the goal of teaching. Teachers with a conscious effort to organize the learning environment that is passionate for the students. With a set of theories and experiences teaching programs prepare teachers properly and systematically.

One of the efforts that the teacher never leaves is how to understand the position of the method as one of the components that take parts the success of teaching and learning activities. As for the position of methods in the learning process are:

### 2.2.1. Method as an Extrinsic Motivation Tool

As one component of teaching, method has a role that is no less important than other components in learning activities. All of learning activities use teaching methods. This shows that the position of extrinsic motivation methods as a tool in teaching and learning. According Sardiman in (Djamarah, 2002: 83) "extrinsic motivation is the motives which are active and have function due to the stimulation from the outside that can lead to students' learning spirit".

Teachers rarely use only one method, because they realize that all the methods have its goodness and weaknesses. The use of one method tends to produce dull teaching and learning activities for students. Teaching path will look stiff and the students will be less passionate in learning. In such conditions means the method cannot be enabled and therefore the use of appropriate and varied methods will be used as a means of extrinsic motivation in the learning process.

### 2.2.2. Method as Learning Strategy

Not all students are able to concentrate in a relatively long time. Absorptive capacity of the students toward the material provided is also vary. Some of them are quick, some are medium and some are slow. Intelligence factors affect the absorption of the students to the teaching materials provided by the teacher. How quickly the reception of students to study materials provided require the giving of time varies, so that full mastery can be achieved.

Differences in the absorption of the students require appropriate teaching strategies. Method is one of the answers. For a group of students may easily absorb the lesson material when teachers using question and answer, but for another group of students that they are easier to absorb the lesson material when teachers use methods of demonstration and project methods. (Djamarah, 2002: 84)

According to Aswan Zain (2002: 5), "teachers must have a strategy so that students can learn effectively and efficiently, hit the expected goals". One step to have a strategy that is to master the techniques of teaching presentation called teaching methods. Thus the method of teaching is a teaching strategy as a tool to achieve the expected goals. One step to have a strategy that is to master the techniques of teaching presentation called teaching methods. Thus, the method of teaching is a teaching strategy as a tool to achieve the expected goals.

### 2.2.3. Method as a Means to Achieve the Goal

A goal is a target that will be achieved in teaching and learning. Goals are guidelines that provide direction on where teaching and learning activities will be taken. Method is a means to an end, by utilizing the method accurately; it is able to support the teaching and learning activities that can be used as an effective tool to achieve the goal of teaching.

According to the national education minister (2008) that contains the process of Education Equality Standard Packet A, Packet B, and Packet C Program. PLS education studies program also uses learning methods as well as the methods used by education. Learning Method or formerly often called teaching methods in education in general used by teachers in school education. With some modifications, PLS learning methods can be selected from the following methods.

#### 2.2.3.1. Lecture with Question and Answer

The lecture method is often used in formal schools, with interspersed one to three times a question from a teacher or even without the question or not interrupted frequently asked by questions. To a lecture PLS program, school education model as it is less precise. The right one is a short talk and a lot of question and answer. This means that lectures can be used to start and at the beginning of learning; then forwarded by questions and answers. The instructor / tutor give participants a chance to ask questions, and forwarded to the questions of the instructor / tutor to participants. Question and answer will be more interesting if it develops to all participants. That is the question of the participants sought answers to the other participants. If it turns out there is no other participant is willing to answer or no answer participants but it is wrong, then the instructor / tutor forward the correct answer.

#### 2.2.3.2. Multi Media Presentation

Presentation method commonly referred to as presentation techniques. The use of a good presentation for PLS should be performed by using the media as well as the presentation of the material with the lecture method.

#### 2.2.3.3. Discussion

Discussion method can be selected as a method of learning PLS, if the participant (WB) has the readiness to discuss. It is not right to impose using the discussion to the learning of children or teenagers who do not have the ability and readiness to discuss. Besides, the discussion is only appropriate for adult learning who is reviewing the matter of knowledge and values or attitudes. Discussion is suitable for learning in which the participants (WB) are not too much. The discussion is not appropriate for learning that has many participants (large class). The discussion is not appropriate for learning in the field of psychomotor or skills.

#### 2.2.3.4. *Demonstration*

Demonstration method is more appropriate to present learning materials relating to the behavior and or understanding of a process. The use of demonstration methods requires the expertise of the instructor / tutor.

#### 2.2.3.5. *Game*

Game method is often not considered appropriate for learning. Because the game is considered to play that do not have an element of learning. But such opinion is now beginning to shift and change with the opinion that effective learning is the fun learning, it is possible to use the method of the game. Game method is more appropriate for learning PLS for children, especially Play Group (KB) and Daycare (TPA) because a child's world is a world of play. Even, the needs of children are playing. Hence, teaching methods for children with a more precise method of play. However, it is possible to play the method used for learning for youth and adults. Arguing that the play is not only needed by children, youth and adults also need to play mainly for recreation.

#### 2.2.3.6. *Simulation*

Simulation is an imitation of real life on a small scale. Simulation as a learning method includes a method of role playing. Characteristic of the simulation is to imitate or mimic the real life, by pretending. A simple example of simulation is the assigning of preschool children to dress up as his favorite adult at the time of Carnival Day Proclamation of Independence. For example, dressed like a doctor, like an army, and so on.

### 2.3. Problem and Solution in the classroom based learning at the Education Equivalence Packet B

#### 2.3.1. Problem in the classroom based learning at the Education Equivalence Packet B

Non-formal education serves as a substitute, an addition and complement to formal education in supporting of lifelong education. Then the implementation of non-formal education pathways can substitute for formal education in the expansion of access to primary and secondary education, especially for students who did not have the opportunity to attend formal schools. In addition, non-formal education also serves to develop the potential of learners with an emphasis on the mastery of knowledge, functional skills, and the development of professional attitude and personality. Thus, education equality rewarded with results similar formal education program after the process of affirmative votes by the agency designated by the Government or local government with reference to the National Standard of Education (Education Law 20 of 2003 Article 26, paragraph 1, 2 and 6). The affirmation of the equality of education through the Education Law 20 of 2003 is important for dissemination to the public. Even if any learners who pass an equivalency test, especially for basic education (packet B program) have the same rights and eligibility equivalent to diploma holders SMP / MTs to be able to enroll in a higher education unit. But the impression is that the perception in the community, still despise graduate education equality.

Content standard as one of the products of PP No. 19 Year 2005 on National Education Standards sets the scope of material and level of competence to achieve competency standards. Content Standards for equal education consists of a number of subjects that are the same as the content standard for formal education for the benefit of national level equivalency exam; and a number of subjects that emphasize the mastery of knowledge and functional skills and the development of professional attitude and personality.

The question that arises next is what possible equal education for primary education (program Packet B equivalent of SMP / MTs) can meet the demands of Government Regulation No. 19 of 2005 if the process, facilities and infrastructure program learning Packet B equivalent to SMP / MTs is not the same as the SMP in general, This is the dilemma that actually happened. This means that rules are made not in accordance with the real conditions in the field. Until now most of the Tutor Packet A and Packet B is not aware of the existence of SBC (Curriculum Education Unit) including standard definition content. If so, in a state of transition, in addition to continue the program, there should be a study of advanced programs that are short-term and long-term. When examined payload content standards of Permendiknas No 14 of 2007 on equality education includes as the following:

1. The basic framework and structure of the curriculum guidelines for the curriculum at unit level of equivalence education;
2. The burden of learning for students in the unit of equivalence education;
3. Curriculum of equivalence education unit, which will be developed based on the guidelines for curriculum development as an integral part of the content standards; and
4. Calendar of education to provide education in equivalence education unit.

In learning activities Packet B program with typical flexible in curriculum, learners, ages a place of learning and the learning process can be carried out in the community, study groups, or similar educational unit. So, in order to equitable quality of education need to be continuously and gradually improved and expanded range of services for Packet B. However, until now the implementation of the v B in relation to the compulsory education (Fair) 9 years have not shown satisfactory results, in other words the implementation of group learning packet similar education and SMP are not satisfactory, because most of packet B in study still does not meet the expectations set. Some problematic that arise in the implementation of program activities Packet, namely;

1. Tutors for packet program state verbally that they are ready to carry out the task of tutorial activities (teaching and learning), but still there are tutors who do not plan learning implementation, Program semester. Tutors are often not present so that learning is difficult performed optimally. The method often used is conventional because the numbers of modules do not suffice. No props such as LCD and computer stored in a special room but often locked, and to be able to use only a few tutors are able, for a variety of educational backgrounds tutor who still do not meet the standards.
2. Learners of education equivalence program mostly aged above school age, background of students dropping out of school is quite large and, as they follow the learning activities because of the economic conditions of parents. Learners, who come from underprivileged families and parents work as a sector which is not fixed. This condition is evidence to the low quality and motivation to learn. Learners also often forget to bring modules or textbooks so that the learning process less than the maximum.
3. The condition of infrastructure of equivalence education is more nuanced as courses and it is usually at the village hall or borrows a school, and many of them are held in the house of the village chief or tutor with makeshift conditions. For modules or textbooks do not correspond with the number of students, and the quality is insufficient, so they need other more adequate reference books. And for administrative issues PacketB program such as supporting teaching and learning activities such as attendance tutor, attendance of learners, guest books, inventory books and learning materials are still a lot of learning group equality has not yet orderly and neat.

### 2.3.2. Solution in the classroom based learning at the Education Equivalence Packet B

Various problems in education should certainly be necessary fundamentally resolved immediately and thoroughly. If we keep referring to the notion of equality as set forth Education Law No 20/2003 Article 26 paragraph (6) it is very difficult or almost impossible to achieve the equality program. Therefore, it is necessary to refer back on the meaning of this equality. Facts in everyday life show that there are many options for students to obtain educational services, but the ends of these children can maintain his life according to their ability and the reality of his life. It's just that the conditions and level of ability to survive different. It's in the category of prosperous position and there survived in the category of underprivileged. Thus it is similar in size here should default is also different means not the same as the standard of formal education. So, the equivalent definition should be reviewed by different standards with formal education.

Role of Teachers (tutor) is very important in boosting the quality of education learning equivalence (Packet B). Thus the status tutor needs to be improved (qualifications obviously), standardization of qualifications and competencies of tutors including welfare. Morale, work ethic and dedication of the organizers of the program and educational tutor of equality (Packet B) the high spirits need support for smooth program. Potential and high morale is a basic capital to apply content standards in education equality. Most expensive of the foundation pursued Packet B Program is the motivation and the spirit of tutors who remained loyal and consistent with its obligations. The problem is, between their dedications to the salary they get is still very far from adequate category. Honor received by tutors very small before 2006 honorarium tutor only Rp 120,000 per month, and now it is up to Rp 300,000 per month, so far below the minimum wage. Therefore, the tutors Packet B is mostly work as a matter of conscience not solely because of wages or salaries.

Besides, who needs to be addressed is to make improvements to all aspects of continuous and gradual starts from the weaknesses of the curriculum system and weaknesses in the implementation of educational activities using appropriate systems and targeted. Due to the low quality of education quality will affect the personality of learners far from the expectations contained in the legislation.

Increased drug abuse, fighting among adolescents, as well as the proliferation of promiscuity is a mirror that formed a character education less successful learners who has a good personality. Moreover, to overcome the problem of commercialization Packet B,



necessary steps systematically to fix all the existing education system to the economic paradigm and jockey on a Packet B, so that all citizens will feel the results of education at a cost of lightweight and inexpensive, quality and has a high competitiveness, which is able to overcome the challenges. Although there are still many obstacles, but the program Packet B is a very strategic program to help overcome various problems of education, especially primary education level. Until now Packet B program alone is still interested in the community for education equality packet at a higher education level.

### 3. CONCLUSION

Education equivalence classroom-based learning, educational equality in PLS is still the level of primary and secondary education, implementing the learning in a flexible way of them, their own learning, mutual learning between learners, learning together with a tutor. Internship as standing study, work and strive particular field to people who are already proficient in their field. Education equivalence classroom-based learning with some modifications, PLS learning methods can be selected from the following methods Lecture FAQ, Multi Media Presentation, Discussion, Demonstration / Demonstration, Game / Game.

Problem and solution in the classroom based learning at the education equivalence Packet B, namely; it is reported verbally ready to carry out the task of teaching and learning activities, but still there are tutors who did not compose learning tools such as lesson planning and implementation, program semester. Planning learning activities for a week, but often learning cannot take place as planned because most students do not attend or otherwise tutors are not present. Learning systems are still classical lectures; because the use of methods is varying for example with the module system is still difficult to be implemented optimally. This happens because the props that can be used for learning activities cannot be used optimally. This occurs because the existing props such as LCD and computer are in special room, and only a few tutors are able to use it, for a variety of educational backgrounds tutor who still do not meet the standards. The learners are mostly older than school age, the condition of learning infrastructure more nuanced like private study or they usually borrow the village hall or school, and many home of village chief or tutor with makeshift conditions.

Solution in the classroom based learning at the Education Equivalence Packet B. Role of Teachers (tutor) is very important in boosting the quality of education learning equivalence (Packet B). Thus the status tutor needs to be improved (qualifications obviously), standardization of qualifications and competencies of tutors including welfare. Besides, who needs to be addressed is to make improvements to all aspects of continuous and gradual, starting from the weaknesses of the curriculum system and weaknesses in the implementation of educational activities using appropriate systems and targeted. Due to the low quality of education quality will affect the personality of learners far from the expectations contained in the legislation.

Suggestions, for the institute's research results; it should be used as a reference for the agency to fix the various problems in the implementation of the program Packet B. Thus, service and outcomes could produce a quality education. To society, it should give equal space to graduates of Packet B in applying their knowledge. To the students, it should maintain the quality and the quality of Packet B by always keeping the good name of the almamater.

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